



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## GENERAL ANNOUNCEMENTS

**ANNUAL MEETING.**—The annual meeting will be held in accordance with previous announcements at Yale University, New Haven, Conn., Thursday and Friday, December 28 and 29, in connection with the meetings of the American Historical Association, the Archeological Institute of America and the American Philological Association.

It is hoped that a joint session or luncheon with these societies may be arranged.

The program of the meeting will be focussed to a considerable extent on the recent work of the Committee on Increase of Intellectual Interest, and particular attention is called to the preliminary report on Initiatory Courses for Freshmen in the present issue. The detailed program of the meeting will be published in the November *Bulletin*.

**AMERICAN COUNCIL ON EDUCATION.**—A brief account of the annual meeting was published in the May *Bulletin*. The *Educational Record* for July, 1922, is mainly devoted to the recent work of the Council.

"The appointment of a new standing committee has also recently been authorized by the Council's Executive Committee. Problems relating to academic freedom and tenure have a tendency to become epidemic. For two or three years controversies rage simultaneously in various parts of the country. These are settled; new pronouncements are made tending to broaden the existing interpretations of academic freedom, and then there is a period of comparative peace. The war, together with its legacy of restrictive regulations and the popular reaction from moods and points of view that dominated the nation before hostilities, has led to a fresh epidemic of disturbances in which fundamental questions of academic freedom are involved. In the past the disagreements have been between two parties in the university world itself. The controversies have been chiefly between boards of trustees and administrative officers on the one side and professors on the other. However, the ten years of discussion—and especially the thoughtful and constructive reports of the American Association of University Professors—have tended to establish

principles of academic freedom on which there is now substantial agreement among the more enlightened groups of both administrative officers and professors. As far as the universities are concerned the task that remains is to give currency to these principles, to expand and elaborate their interpretation, and to correct abuses in the few places where they crop out. But academic freedom is now menaced from without. At least one formidable movement is on foot to restrict by legislation the freedom of teaching and investigation. Administrative officers and professors here have a common cause. It behooves them to stand together and to make plain to the public their determination that the basic liberties of the scholar's calling shall not be infringed.

"With both of these objects in mind the Executive Committee has instructed the Chairman and the Director to organize a standing Committee of the Council on Academic Freedom. The personnel of this committee has not yet been selected. . .

"I (the Director) do not know whether many members of the Council have had doubts as to the possibility of maintaining this body permanently. Some few, I am aware, have had misgivings. These I have never shared. I was convinced before the Council was established of the need of a representative organization which should view the national enterprise in higher education cosmically. The time had come when that was the obvious next step in the process of voluntary organization by which our institutional policies are chiefly formulated. The only point of uncertainty was whether the university interests could and would set up such an organization out of their own limited resources. This they contrived to do not quite three years ago. Many of them frankly regarded it as experimental and viewed it in the beginning with a critical eye. Of course it is still experimental. But from the vantage point of the Council's office it is easy to note a marked change in the attitude of the colleges and universities toward it. This change is evidenced in the number of matters now submitted to the Council for decision or for study, in the approval frequently expressed by college officers of the Council's principal undertakings, and in the constantly increasing institutional membership. In spite of the financial stringency of the last three years the Council has lost very few members. Seven colleges have dropped their membership during the last year. Twenty-two in-

stitutions and one association have been added to the membership roll since May 6, 1921. And others are expected to join in the near future. This upward tendency in its membership, and consequently also in its resources, appears to reflect a growing prestige. The prestige has been won without publicity. The increases in membership have come without the exercise of the wiles of the promoter. That the Council is regarded both as a responsible body and as a body having a reasonable assurance of permanence is indicated by the willingness of the Foundations to appropriate substantial sums to be spent under its auspices. These facts seem to be worth bringing to the attention of the members of the Council at the end of the term for which the Director was elected.

"Nevertheless the future of the Council deserves the earnest thought of all of its members. Shall it content itself with a budget of approximately \$25,000 a year derived from institutional contributions, and shall it restrict itself to undertakings that can be carried on for that sum? Shall it seek an endowment that would permit of an expansion of its activities and afford a certain amount of relief to its institutional sponsors? Or shall it systematically seek to have its major projects underwritten or supported as the Educational Finance Inquiry is supported? These three possible policies, and perhaps others, demand careful consideration. For my own part I react against an endowed Council. Endowed offices appear to be subject to peculiar dangers in the United States. These need not be specified; they are familiar to you all. The vitality of the Council has been due, it seems to me, to two peculiar characteristics. First, it is absolutely democratic, absolutely representative, entirely uninfluenced by the momentum which large accumulations of capital acquire. Second, it has been supported at a sacrifice. The colleges and universities have set it up and maintained it because they believed in it. Their interest has been all the keener because of the difficulty of paying for it. These are very precious assets. At all hazards they must be preserved.

"On the other hand, it is clear that \$25,000 a year is not sufficient to cover those services that the Council should render to American higher education. I still adhere to my belief, already twice expressed at annual meetings of the Council, that the Council ought not to undertake many administrative tasks. Its true sphere is the study

of larger questions of educational policy, such questions as the function of the Federal Government in relation to education, the standardization of colleges, the distribution of establishments providing expensive professional training, the problems of the professional education of women, the social cost of education, and others that will readily occur to you. To perform these tasks adequately demands much more money than can be obtained through its present sources of support. In full recognition of this fact I should prefer to see the Council seek contributions *ad hoc* for enterprises carefully defined in advance; or else I should like to have a specified group of its undertakings underwritten for a limited period. However, I submit the whole question to the Council for its consideration with the earnest request that its members take it seriously to heart."

"The members of the Council may be interested in a summary of its present membership. There are 145 institutional members paying dues amounting to \$23,850. There are 13 constituent associations paying dues amounting to \$1,300. There are 13 associate members paying dues amounting to \$130. The total amount pledged to the Council's support for the fiscal year 1922-23 is \$25,280."

"Each year increases the conviction of the Committee that, with the modification of our system of government that has grown up in extra legal form through the voluntary maintenance of representatives of all important interests at Washington, it is essential that the interests of higher education should maintain representation such as that afforded by the office of the American Council, if they wish adequately to safeguard and advance the interests of education and the promotion of scientific knowledge and discovery."

"Resolved, that in the opinion of the Committee on International Educational Relations of the American Council on Education, American colleges and universities should, in the case of holders of French Government scholarships, accept a year of instruction in a lycée or an école normale as equivalent to a year of instruction in an American undergraduate college, without scrutiny of the individual courses pursued during the year and without attempting to estimate them in terms of American academic credits; provided, such students present a satisfactory certificate from the Office National des Universités et Ecoles Françaises."

*A Division of College and University Personnel*

"Everyone is aware that the present situation with respect to locating academic personnel is unsatisfactory. There is no census, no adequate record anywhere of the college and university teaching resources of the country. Administrative officers seeking to fill vacancies generally must resort either to commercial agencies, which have not proved very satisfactory, or to an exhaustive investigation of university appointment offices, or to still more haphazard inquiry. It is fair to say that the appropriate matching of teacher to post is to too large an extent a matter of accident. Moreover, too much of the time of administrative officers is consumed in the search for new teaching personnel.

"The situation is derogatory to the dignity of the academic profession. It is also wasteful. Persons of outstanding capacity are too frequently marooned in insignificant posts and remain all their lives undiscovered. It is highly desirable for the sake of the profession as a whole that machinery be established to facilitate a better fitting of men to positions.

"The desirability of making a directory or census of college and university personnel, or of establishing a division or bureau in the Council's office to deal with these matters, was first suggested to the Council by the American Association of University Professors. . . .

"Evidently a census or directory of college and university teaching personnel would not be very useful unless it were approximately complete. If it contained but a small percentage of the profession it would not be of much use to anyone. Clearly the Council ought not to undertake to create such a directory unless it is prepared to secure a registration very soon, possibly within the year, of at least 25,000 names. That number would represent approximately 80 per cent of the college and university teaching personnel in institutions of reputation. Our plan then must be gaged to this requirement at the outset.

"The kind of information about each individual that should be sought and the forms of classification also present important questions. It has been the almost unanimous conclusion of those who have discussed it thus far, that the only safe and appropriate method of procedure is to seek to secure strictly objective data in regard to the persons who are registered. The directory should not include

personal opinions or testimonials but only such statements as can be proved to be matters of fact and as can be made public at any time.

"There are certain obvious classifications of the material that immediately suggest themselves. Aside from the alphabetical classification there must evidently be a classification by the subjects that the persons registered teach. Probably further classifications by salary ranges and by the dates of the last degrees obtained in course will also be necessary. Further refinements of classification will undoubtedly be found advisable when the details of the undertaking are worked out. Information regarding salaries—if I may stress that point for a moment—is very important. It has been our belief that it will be impossible to discover the actual salary paid to individuals except in the cases of those attached to certain public institutions. But if there is a record of the salary range of the rank which a given individual holds, this information is significant enough.

"The Council's Executive Committee does not consider the proposed Division of Academic Personnel as a teachers' agency. The Committee believes that the Council should assume no responsibility for placing persons whose names may appear in the directory. Neither would it assume responsibility toward administrative officers in respect to recommending this or that person. On the contrary, it would simply put at the disposal of all college and university officials fairly complete objective statements regarding possible teaching personnel. The Council would then say, in effect, *caveat emptor*."

INSTITUTE OF INTERNATIONAL EDUCATION.—*Bulletin* No. 2 of the current year contains information in regard to summer schools in foreign countries and conferences soon to be held, fellowships for foreign study and prizes. Statistics are given of 460 American students in British universities, of whom 228 are at Oxford, 72 at London, 57 at Cambridge.

*English University Reforms*.—"For more than two years the Royal Commission originally appointed to investigate the financial position of the Universities of Oxford and Cambridge has been considering a general scheme of reform in these universities.

"Parliament at present votes £30,000 annually to both Oxford and

Cambridge, and the requirements have been calculated at not less than £100,000 a year in each case. . .

"The report is expected to indicate measures by which considerable economies may be effected in the management of the colleges both at Oxford and Cambridge, and for the more definite association of university and college life.

"There are also proposals designed to make the colleges more accessible to students of small means. . .

"The Commission's aim throughout has been to preserve the individuality of the colleges rather than to secure any general control which would make them merely parts of a university machine.

"There are important proposals dealing with fellowships, scholarships, and the better use of such exceptional facilities as are available for students and others whose resources are limited. In addition the report refers to the importance of Oxford and Cambridge making as large a contribution as possible to the training of teachers for public and other schools."

**AID FOR RUSSIAN SCIENTISTS.**—An American committee to aid Russian scientists announces that the material desired for shipment to Russia is scientific books, scientific periodicals, publications of Government and State scientific bureaus and scientific institutions, and authors' reprints of an original character or containing technical information, which have appeared since 1914. Specially addressed labels are available for use of the shippers of literature. These, together with any further information needed, may be obtained from the American Committee to Aid Russian Scientists, 1701 Massachusetts Ave., Washington, D. C.